



# Leading School Improvement 2019-20

## Meaningful Learning Year 2





# School Improvement 2019-20

## 1. Raising Attainment and Wider Achievement

*-Learning and Teaching: Moving from Satisfactory to Good through Consistent Pedagogy*

*-Every student achieves 5+ Qualifications*

*-Developing our inclusive curriculum*

## 2. Developing Employability

*-Developing our Golden Skills and Leadership Pathways incl. accreditation and Partnership working*

## 3. Health and Wellbeing

*- Extend Positive Relationships to include Restorative Approaches*

*-Develop targeted support for those at risk incl. Risk Matrix; PEF; HSLW;*



# Classroom Leaders

## 1. Learning and Teaching- Collaborative Professional Development

August-November : Learning Intentions and Success Criteria

November-February: Feedback

February-May: Student Leadership of Learning

## 2. Positive Relationships: Relentless Routines

Meet and Greet

First Attention to positive conduct

Praise Postcard X1 weekly

Praise phone call x1 weekly

Restorative Approaches and 'Closing the Loop'

## 3. School Improvement Group (Collaborative Enquiry)

Working with others to have a whole school impact



*School Improvement Groups 2019-20*

*Positive Relationships*

*Pupil Voice*

*Skills Across the Curriculum*

*Digital Learning*

*Inclusion*





# Faculty Leaders – Curriculum and Pastoral

- 1. Ambition for all: Every Student achieves 5xQualifications (Risk Matrix)**
- 2. Developing the Curriculum Offer – Progression for all**
- 3. Learning and Teaching QA for consistency**
- 4. S3 Challenge and accreditation/banking**

# Selkirk High School



## Senior Leadership Team – Roles and Remits

# Values In Action

**HT**

**Jamie Bryson**

- Self Evaluation and Improvement
- Student Leadership
- Learning and Teaching
- Ethos, Rationale and Curriculum Design
- School Budget
- Staffing and Remits
- Health and Safety
- Selkirk High School Parent Partnership
- Selkirk Cluster and Community Partnerships
- Faculty Support and Challenge Link: Literacy/English & Modern Languages; Social Subjects; PT Strategic Leads

**DHT**

**Laura Thomson**

- Head of BGE
- Relationships for Learning
- Child Protection
- Learner Journey and Transitions
- Tracking and Reporting BGE
- Parents' Evenings
- Homelearning
- Extra Curricular, Trips + Risk Assessment
- Timetable
- Faculty Support and Challenge Link: Pupil Support (Pastoral & Learning Support); Health & Wellbeing

**DHT**

**Vicki Blair**

- Head of Senior Phase
- Learning and Teaching
- Professional Development
- Relationships for Learning
- DYW and Golden Skills Progression 3-18
- SQA
- Tracking and Reporting Senior Phase
- Timetable
- Faculty Support and Challenge Link: Technologies and Enterprise; Science; Numeracy/Mathematics; Expressive Arts



<b>24<sup>th</sup> April 2019 Staff Meeting Feedback:</b> -whole School Termly Focus on each Pedagogical Key Area - establish shared understanding of best practice - develop consistent high quality practice	→	<b>Term 1: Positive Rel + Learning Intentions and Success Criteria</b> <b>Term 2: Positive Rel + Feedback</b> <b>Term 3: Positive Rel + Students Leading Learning</b>
Tracking the Impact of our Self Evaluation/Professional Dev	→	Inservice Workshop
Self Evaluation/Peer Support: Learning Visit Policy	→	Inservice Workshop
Restorative Practice Training	→	First Day Inservice training? Follow-up Pupil Training
Sharing Reading/Good Practice	→	Inservice Workshop Ongoing opportunity



**Workshop Leaders' Feedback 15<sup>th</sup> May 2019**

1. Learning Visit Policy re-designed
2. Self Evaluation approach + Lesson Planner designed
3. Sharing Practice Programme 2019-20
4. Inservice structure designed

**3<sup>rd</sup> May 2019 Inservice Workshops**

1. Tracking Impact- Self Evaluation (Tricia Barker, Yvonne Roy)
2. Learning Visit Policy (Jenna Swan, Alan Aiken)
3. Sharing Reading/Good Practice (Sam McHenry, Chris Dolan)
4. Inservice Day Structure (Laura Thomson, Claire Poole)

**Staff Meeting 19<sup>th</sup> June 2019**

1. Agree Termly Focus and Calendar
2. Agree Approach
3. Share Reading for Inservice Aug 2019

Continual Focus: Positive Relationships for Learning including Restorative Practice Training

**-Focus 1 Learning Intentions and Success Criteria**

**Aug Self Evaluation and November Review**

**-Focus 2: Feedback**

**November Self Evaluation and February Review**

**-Focus 3: Student Leadership of Learning**

**February Self Evaluation and May Review**



# Selkirk High School



# Values In Action

## Selkirk High School: Lesson Planning Sheet

### Prior Knowledge

How do I check their current knowledge?  
Which students are on the Risk Matrix- how can I support them? How will I work with ANAs to support students?

### Learning Intention

Does LI make learning relevant to all?  
Are Golden Skills a focus; are students 'hooked' by LI?

### Success Criteria

Are these Differentiated & level appropriate for all (eg All, Most, Some)?  
Are pupils involved in agreeing success criteria?  
Assessment (formal or informal) links back to success criteria.

### Plenary

What did they learn today- are they aware of this?  
What's the 'end and send' strategy?

### RELATIONSHIPS FOR LEARNING



### Learning Activity- Pupil Leadership of Learning

How can pupils lead activities, discussions?  
How are different students helped?

### Practise and Metacognition

How do students apply feedback and make improvements stick?

### Feedback

What are the likely changes needed?  
Does feedback link clearly to success criteria?  
Can pupils lead this? Could Ipads help here?

### Check Understanding

How will you check all students?  
Do you have an inclusive questioning strategy?



## Selkirk High School: Lesson Planning Sheet

### Prior Knowledge

How do I check their current knowledge?  
Which students are on the Risk Matrix- how can I support them? How will I work with ANAs to support students?

*We have to establish what pupils know and where the gaps are- Examples:*

- Organisers: mind maps, essay plans, checklists, tables, venns, diagrams.
- Quiz
- Start with an end of topic test?

### Learning Intention

Does LI make learning relevant to all?  
Are Golden Skills a focus; are students 'hooked' by LI?

*This should really focus on the most important learning*

- Big questions can hook students and make LI relevant and interesting
- A Golden Skills focus makes learning relevant
- If the LI is focused on content, can it be made topical or urgent or emotional?

### Success Criteria

Are these Differentiated & level appropriate for all (eg All, Most, Some)?  
Are pupils involved in agreeing success criteria?  
Assessment (formal or informal) links back to success criteria.  
*What makes good learning? Success criteria need to be manageable and as explicit as possible.*

- Perhaps use ipad to model good examples
- Co-construct SC for buy-in.
- Use progression ladders, all most some, learning mats

### RELATIONSHIPS FOR LEARNING



### Plenary

What did they learn today- are they aware of this?  
What's the 'end and send' strategy?

*A final check of understanding – which refers back to Learning Intention - can be motivational for students who recognise their own progress.*

- Exit pass, mini-whiteboards
- Summary statements, quick quizzes.
- Q and A; quick response questioning strategy.

### Learning and Pupil Leadership of Learning

How can pupils lead activities, discussions?  
How are different students helped?

*All pupils must learn in every lesson, every day!*

- Active learning: carousels, group work, swapping answers, preparing presentations to teach others
- Emulating an expert; specific roles for pupils
- Chunking in 3 stages eg concrete, pictorial, abstract
- Differentiated materials/time

*Whatever students do, they learn best when they stay focused on challenge success criteria.*

### Practise and Metacognition

How do students apply feedback and make improvements stick?

*Students need to practise to make their learning permanent- if not perfect!*

- Daily quizzes, pupil-led recaps; 100% homework

*Metacognition: when students understand themselves as learners and plan their learning accordingly*

- Highlight corrections, revision planners and graphic organisers and Learnina Loas.

### Feedback

What are the likely changes needed?  
Does feedback link clearly to success criteria?  
Can pupils lead this? Could Ipad help here?

*Next Steps need to be really specific and relevant to individuals. Peer feedback can have great impact:*

- Ipad feedback and modelling
- Learning partners to lead others' learning
- Progression ladders

### Check Understanding

How will you check all students?  
Do you have an inclusive questioning strategy?

*Learning is really accelerated when teachers check learning within lessons and make changes accordingly.*

- Mini whiteboards, quizzes
- Questioning strategy to include all learners (are pupils listening to each other?)
- 1:1 with students
- 100% walkthrough, checking or gaps
- Student presentation/feedback sessions





# Meaningful Learning: SHS Learning Intentions Dashboard

RELATIONSHIPS FOR LEARNING



**Values In Action**  
*Respect Responsibility Relationships Resilience*



**Learning Intentions**

**Success Criteria**

 Literacy

 **Golden Skills**

 Numeracy

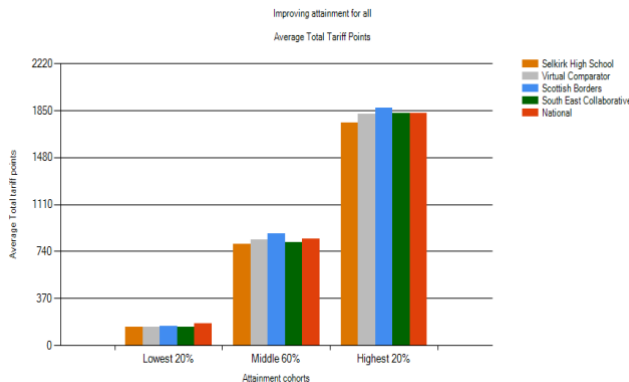


Admin and IT  
 Art and Design  
 Art and Design: Expressive Activity with Scottish Context(N3)  
 Biology (+AH)  
 Business Management  
 Chemistry (+AH)  
 Design and Manufacture  
 Drama  
 English (+AH)  
 Environmental Science (N4)  
 French(+AH)  
 Geography  
 German  
 Graphic Communication  
 Health and Food Technology  
 Hospitality (N4,5)  
 History  
 Human Biology  
 Mathematics(+AH)  
 Modern Studies  
 Music(+AH)  
 Performing Music on One Instrument or Voice (H, AH)  
 PE  
 Physics(+AH)  
 Practical Woodworking (N4,5)  
 RME (H)  
 Science (N3)  
 Spanish (+AH)

**2017-18**

Art and Design (+AH)  
 Art and Design: Expressive Activity with Scottish Context(N3)  
 Biology (+AH)  
 Business Management N5/H)  
 Chemistry (+AH)  
 Design and Manufacture  
 Drama  
 English (+AH)  
 Environmental Science (N4)  
 Geography  
 Health and Food Technology (H)  
 Hospitality (N4,5)  
 History (+AH)  
 Human Biology (+AH)  
 Mathematics (+AH)  
 Modern Studies  
 Music(+AH)  
 Performing Music on One Instrument or Voice (H, AH)  
 PE  
 Physics(+AH)  
 Practical Woodworking (N4,5)  
 Science (N3)  
 Spanish (+AH)  
**Photography (H)**  
**Personal Finance (SCQF 4)**  
**Employability (SCQF 4/5)**  
**Personal Development Award (SCQF 3)**  
**S6 Leadership Award (SCQF 5/6)**  
**Youth Achievement Award**  
**2019-2020 Rural Skills (N4)**  
**2019-2020 Life In Another Country N2/3**  
**2019-2020 Leadership and Language N4**  
**2019-2020 Horse Care (N4)**  
**2019-2020 Steps to Work (SCQF 3/4)**  
**2019-2020 Travel and Tourism N4/5**  
*Readiness for Work; Saltire Awards etc*

**2019-20**



## AMBITION 2019-20

- EVERY STUDENT AT SHS ACHIEVES AT LEAST 5 QUALIFICATIONS**
- Culture of Resilience: no student at SHS gives up having begun a course. Teachers use the Risk Matrix for early intervention.
- If a student is unable to continue a course at one level, they must:
  - study alternative course/Award at the same SCQF Level
  - Continue at different SQA level
  - undertake alternate Course /Units within the class or
  - contribute work/unit to a course being undertaken elsewhere.
  - undertake accredited work placement
- In every subject, can we ensure there are related progression opportunities at every level?
- Can we offer any additional opportunities for attainment in every Faculty (see Amazing Things, SQA Course Catalogue)?
- S3: How much N3/5/4 course can we achieve whilst being consistent with BGE?